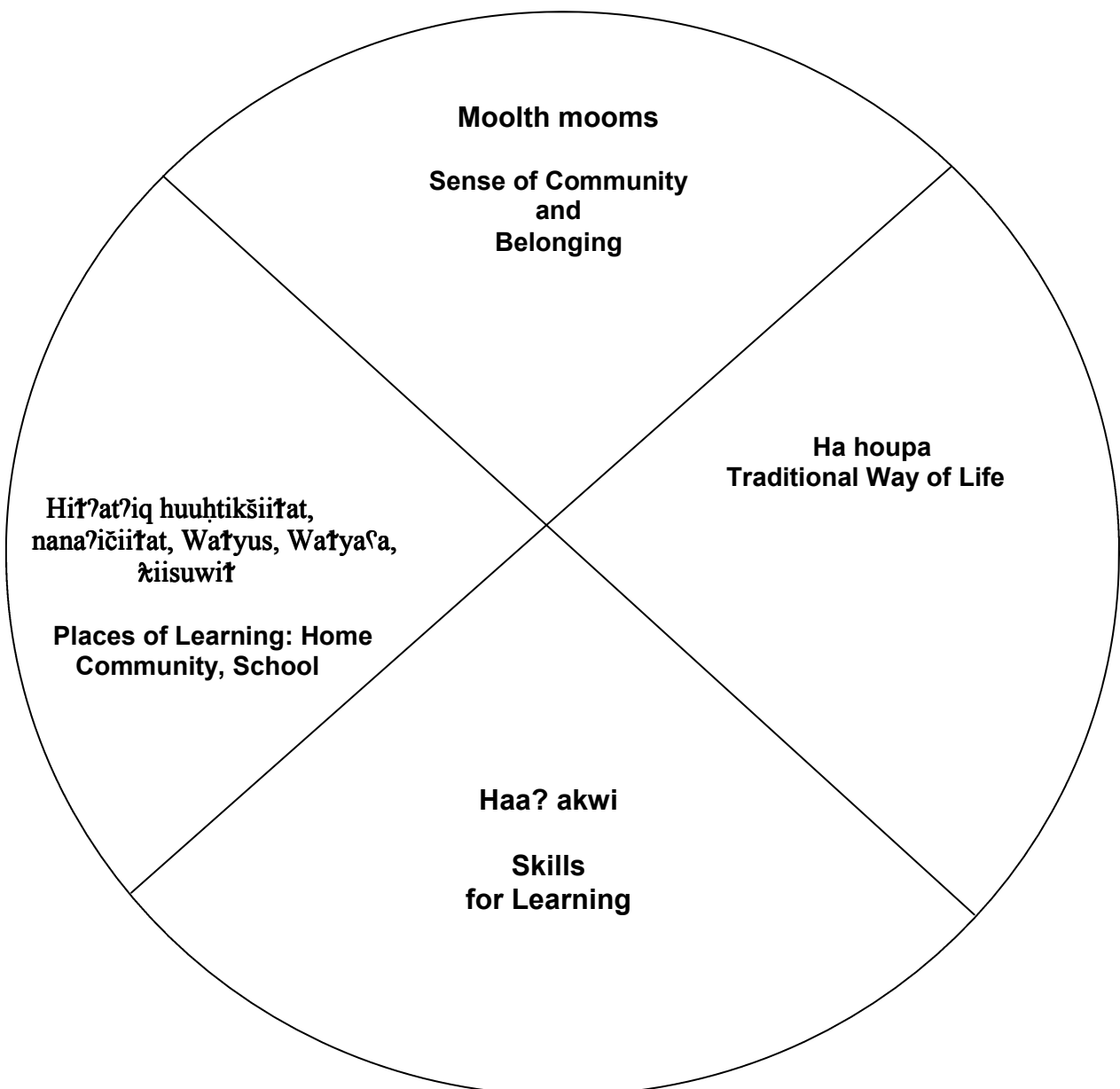


WHAT WOULD ENHANCE OUR DISTRICT'S EDUCATION?

The vision of our Aboriginal People:

We envision a school setting where our children are knowledgeable of our **Traditional Way of Life** and are supported in the pursuit of this knowledge so that they will have a **Sense of Belonging** within the school setting and within their ethnic communities. This will be achieved by acquiring the **Skills for Learning** made possible through our **Places of Learning: Home, Community and School**. With the gift and skill of reading our children will have doors opened for their futures, they will learn of their ancestors and heritage and they will acquire the skills and knowledge of contemporary teachings.

Paraphrase of Statement of Allison Vincent



Moolth mooms : SENSE OF BELONGING AND COMMUNITY

Statement of Meaning:

A Sense of Belonging and Community exists when students, parents, community members and school staff express a sense of ownership and pride for the shared and vibrant Aboriginal culture which is evident in the life of the school and community. All members of the school and the community believe they are welcomed, safe, respected, and valued.

Beliefs:

- A school/community partnership with a visible and vibrant connection between the school, parents, families and the community is essential to achieve the goals of the Enhancement Agreement.
- A school and community culture that enables all members to feel welcomed, cared for, safe, respected and valued is essential for the goals of this agreement to be accomplished.
- It is important for all to contribute to a respectful communication by listening before being listened to. Nu-u-chah-nulth elders firmly believed that we talked through mistakes with storytelling and love rather than punishing for a mistake.
- Students are best able to learn from mistakes with actions of “sitting down rather than putting down”.
- Opportunities for students to learn with Aboriginal role models and Aboriginal teachers are important for the student, the role model and the community. A strong and active Aboriginal presence is needed for Aboriginal students to feel valued and welcomed and for all students to recognize the important role of Aboriginal Education in the schools and District.
- Including Aboriginal traditions and ceremonies in school routines contributes to a sense of belonging, respect, acceptance, and ownership.
- Identifying, understanding and supporting individual student’s styles of learning are keys to providing a successful learning environment for all students.
- It is important for all students to have knowledge of and an understanding for the residential school era and the significant impact that this experience has had on the role and strength of the family structure and continues to have on many of the individuals. It is important in teaching students of the Residential School, that there be an understanding of the success and progress that is evident in the individuals, families and communities as they move towards regaining the strength of their ancestors.

Goal 1

Caring: All students will feel welcomed, cared for, safe, respected, and valued.

Indicator: The Circle of Connectedness assessment, developed by the Victoria School District, will be used to identify the strengths, interests and needs of the individual students and to develop individual student profiles.

Commitments: Communities, in a letter from the tribe, will extend an invitation to school staff to participate in community based cultural activities.

Goal 2

Identity: All students will experience Aboriginal traditions lead by Aboriginal people in all aspects of the school.

Indicator: An annual survey will be developed and completed to determine the students' perspective of the meaning, importance and value of these Aboriginal ceremonies and traditions.

Commitments: Maintain a record of the Aboriginal traditions and teachings included in school ceremonies and programs and the members of the Aboriginal community leading the ceremonies and programs.

Goal 3

Understanding for the Recent Past: All students will have knowledge of the residential school experience and an understanding of the past and present impact that this experience had on individuals, families and communities.

Indicator: A survey of students involved in the study of the Residential Schools to determine the impact and importance of the study.

Targets: Baseline data will be collected and targets established in Year 1.

Ha houpa: TRADITIONAL WAY OF LIFE

Statement of Meaning:

Knowing who we are and where we have come from and our vision of where we are going as Aboriginal people will support our academic pursuits: speaking the language, knowledge and practices of the Nuu-chah-nulth and other Aboriginal people is critical to these pursuits. We embrace the need to strengthen our traditional way of life by telling and showing our community and members of other communities the language, traditions and practices of our ancestors.

Beliefs:

The presence and participation of elders and honoring elders and others with areas of specialty in the Aboriginal community in the school is a valuable experience for the students and those being honoured.

Commitments:

- Completion and approval of the Nuu-chah-nulth language IRP by the end of Year 1.
- Establish a functioning community and school working group to create the bridge of expertise flowing to and from the school and the community for the successful implementation of the Nuu-chah-nulth language and culture program.
- The District and communities will continue to collaborate in the development of language and culture programs.

Goal 1

Culture: All students will demonstrate knowledge and understanding of Aboriginal heritage and culture.

Indicator: Number of students who have successfully completed a program of instruction that integrates Aboriginal content within the existing curriculum and subject Integrated Resources Program-IRP.

A subject area for Goal 1 will be identified and developed during the first year of implementation of this agreement.

Target and baseline: Baseline data will be collected and targets established in the first year of implementation of the program of instruction.

Goal 2

Language: All Aboriginal students will complete an accredited K–8 Nuu-chah-nulth language program and will be able to enroll in a Grade 9-12 Nuu-chah-nulth language program.

Indicators: Number of students who have successfully participated in and completed the Nuu-chah-nulth language and culture program.

Target and Baseline: Baseline data will be collected and targets established in the first year of implementation of the course.

Haa? akwi: SKILLS FOR SUCCESS IN LEARNING

Statement of Meaning:

Each student will acquire the skills and knowledge to be a successful learner within the school and community setting with a goal of becoming a strong, contributing community member. The student will have the confidence that he or she is able to pursue a personal career (life) plan.

Goal 1

Success at Grade Level: The number of Aboriginal students who are successful learners at grade level will increase.

Indicators:

- Grade to grade transition rates (at grade level in language arts and math).
- Performance on literacy, math (DART, Benchmarks, ESD results, Grade Wide Writes, Report Card marks, District Math Assessment developed by Island Net).
- Number of students participating in homework clubs, and tutorials.
- Increased graduation rate.*

Target and baseline: *(See Appendix 2 for baseline data.)

Goal 2

Entrance Requirements and Options: The number of Aboriginal students who graduate with a program of studies that includes academic courses required for post secondary programs will increase.

Indicator:

- Rate of participation and success of Aboriginal students in academic courses including Principles of Math 10,11,12, English 11,12, Academic Sciences 11, 12 (Biology, Physics, Chemistry, and Earth Science/Geology) and Humanities 11/12 (History, Geography/ First Nations Studies)*.
- Number of students who enter directly into post-secondary programs (apprenticeships, technical, colleges, and universities).
- Number of applications for scholarships and bursaries.
- Strengthened awareness of post secondary and career options. Student learning plans will have a match between career plans and courses included in the student's program of studies.

Target and Baseline Data: *(See Appendix 2 for baseline data.)

Goal 3

Readiness for Learning: All students will enter kindergarten with the skills and knowledge needed for a successful start to school.

Indicators:

- Early Development Index (EDI) results.
- Review of kindergarten reports Survey of Kindergarten teachers and Early Childhood Educators.
- Enrolment and attendance in preschool and StrongStart programs.

Target and Baseline: Baseline data will be collected and targets established in the first year of the availability of the community based learning experiences.

Hiŋʔatʔiq huuhtikšiiŋat, nanaʔičiiŋat, Waŋyu, Waŋyaŋas, ʔiisuwit

PLACES OF LEARNING: Home, Community, School

Statement of Meaning:

There exists a collaborative partnership between the school and the community, which recognizes that there are teachers and valuable learning experiences in the community setting. Places of Learning address the flexibility and opportunity needed for students to:

- participate in the learning experiences offered in both settings, the school and the community, and;
- have their learning from both settings valued and recognized.

It is important that the members of each community, the school and the family, recognize and appreciate the commitment, skills and knowledge that are required to be a successful learner in each of the settings.

Goal 1

Community Teaching: Aboriginal students will successfully complete courses offered in the community setting.

Indicators: Number of students, Aboriginal and Non Aboriginal, transcripts that include credits for community based learning experiences.

The District, Aboriginal communities and Ministry of Education will work together to identify a process which enables Aboriginal communities, in partnership with School District 84, to identify and acknowledge Aboriginal community based learning as viable credit based experiences available to all students. This discussion will be initiated in Year 1 of the Agreement. A community based learning experience will be explored and developed with acknowledgement and support of the Ministry within the first two years of implementation.

Target and Baseline: Baseline data will be collected and targets established in the first year of implementing the community based learning program.

Appendix 1: STRATEGIES ORGANIZED BY GOAL

Caring:

- a) Include a student lounge, food, cultural posters in the school;
- b) Provide opportunities for the student's to move and experience learning in the outdoors and other natural settings;
- c) Establish a Safe People committee to enable participation with safety for all;
- d) Identify and support individual student's styles of learning.

Identity:

- a) Develop a program of initiatives to develop students' cultural awareness and pride;
- b) Provide leadership opportunities for youth at the school and community level;
- c) Co-op/community involvement/sponsoring athletics, more extra curricular;
- d) Create a cultural center in the school.

Cultural Content:

- a) Teachers will be invited and encouraged to attend cultural events e.g. Potlatch, Culture Night;
- b) Provide opportunities for the family to learn their language and encourage speaking the language in the home;
- c) Offer Adult Native Language classes;
- d) Integrate/include Aboriginal teachings in subjects as and where possible;
- e) Open to cultural awareness – teaching styles;
- f) Offer Aboriginal fashion and design classes;
- g) Use the outdoor as a classroom and learning opportunity;
- h) Embrace and incorporate traditional teachings (seasons);
- i) Provide activities and experiences which encourage and embrace cultural diversity;
- j) Recognize all Aboriginal groups with an understanding for the importance of respecting traditional territories;
- k) Include experiential learning in the instructional program– i.e. Outdoor knowledge, clamming, etc will be included and recognized in the program of instruction;
- l) Provide opportunities for students to present, share and to celebrate their First Nations knowledge;
- m) Restructure and reschedule the learning day to include the Nuu-chah-nulth ha houpa during meal times ie. make lunch at 11:30am with a half hour lesson of cultural content.

Nuu-chah-nulth Language:

- a) Offer a language course in all schools, with instruction appropriate to the level of ability, which includes the use and development of First Voices;
- b) Support the learning of the language with a language lab;
- c) Daily or weekly school-wide word or phrase to be incorporated by teachers wherever possible;
- d) Provide students opportunities to teach what they know and use what they know.

Student Success:

- a) Incorporate a variety of assessment styles, not just written;
- b) Explain and post criteria for assessment of learning;
- c) Include learning through the use of technology;
- d) Provide course offerings that are relevant to student and community needs and interests;
- e) Involve students in developing a plan to attain personal goals;
- f) Include courses that teach students of the need and importance of healthy habits, healthy lifestyles, balance in your life, healthy foods, sports, etc;
- g) Include study skills and opportunities for peer tutoring;
- h) Provide learning experiences that address gender learning styles;
- i) Involve students in work experience skills;
- j) Involve students in practical skills – trades;
- k) Develop students' skills and expertise in developing and making presentations;
- l) Provide programs that will contribute to effective Early Childhood development;
- m) Encourage and enable students to be proactive and assertive in pursuing their educational goals;
- n) Ensure that students have the knowledge and skills to complete their homework and expect that homework will be completed;
- o) Involve students in understanding that they have a choice (different paths) and let them learn how to make choices.

Places of Learning:

- a) Build courses, structures and schedules that enable students to earn credits towards graduation for learning within the community setting;
- b) Provide opportunities for students to learn with and from the community;
- c) Develop a school schedule and program of instruction that incorporates the rhythm and economy of the community and natural learning opportunities i.e. clamming, herring roe, rights of passage;
- d) Learn during meal times “ha houpa” “eat the words I am speaking”;
- e) Allow students to keep working on one subject when they are really into it, extend time to complete academics i.e. – more than one year to complete a course;
- f) Provide opportunities for adults to continue their education with a blend of school and work;
- g) Organize schedule of the day for best learning;
- h) Involve parents and community members in determining and broadening indicators of “success” and measures of demonstrated learning.

Appendix 2: Baseline Data

Indicators			
Course	# Students	% C- or better	% C+ or better
English 10			
2004-05	7	86	57
2005-06	15	60	20
2006-07	20	90	35
Course	# Students	% C- or better	% C+ or better
Principles Math 10			
2004-05	7	86	29
2005-06	msk	msk	msk
2006-07	5	60	40
Course	# Students	% C- or better	% C+ or better
Socials 11			
2004-05	not avail	not avail	not avail
2005-06	msk	msk	msk
2006-07	9	78	33
Course	# Students	% C- or better	% C+ or better
English 12			
2004-05	msk	msk	msk
2005-06	msk	msk	msk
2006-07	6	100	0
Course	# Students	% C- or better	% C+ or better
2004-05			
2005-06			
2006-07			
Course	# students	% C- or better	% C+ or better
2004-05			
2005-06			
2006-07			

msk = masked

Grade Transition						
Year Enter Grade 8	Grade 8 01/02	Grade 9 02/03	Grade 10 03/04	Grade 11 04/05	Grade 12 05/06	Completion 06/07
2001-02	100	100	96	90	84	46
Female	100	100	100	100	100	55
Male	100	100	87	62	msk	msk

Grade Transition						
Year Enter Grade 8	Grade 8 02/03	Grade 9 03/04	Grade 10 04/05	Grade 11 05/06	Grade 12 06/07	Completion 07/08
2002-03						
Female						
Male						

Six Year Completion	All Students	Female	Male
2002-03	36	53	18
2003-04	24	msk	22
2004-05	24	38	14
2005-06	59	68	51
2006-07	46	55	msk



Van Island West EDI results 2006/07
Descriptive Statistics

The EDI was completed for 31 Kindergarten students in Van Island West in the 2006/07 year. The table below illustrates the descriptive statistics of the Van Island West district.

Table #2

Domains	# of Questions	Min-Max Score	Mean Score	Standard Deviation	Percentile Boundaries			
					75	50	25	10
Physical Health and Well-Being	13	3.46 - 100.00	8.48	1.61	9.62	8.85	7.69	5.97
Social Competence	26	5.00 - 100	8.74	1.42	9.81	9.42	8.20	6.74
Emotional Maturity	30	4.31 - 100.00	8.18	1.62	9.83	8.83	6.83	6.03
Language and Cognitive Development	26	3.60 - 100.00	7.91	1.69	9.20	8.46	6.92	4.82
Communication Skills and General Knowledge	8	1.25 - 100	8.67	2.17	100.00	100.00	8.13	5.13

Percentage of Vulnerable Children

For each EDI scale there is a score, somewhere between 0 to 10, that serves as a 'vulnerability threshold.' The threshold or cut-off is the EDI score that distinguishes the bottom 10% of children in the province from the other 90%. Children who fall below that score are said to be vulnerable in that aspect of their development. The appropriate interpretation of vulnerability is that the child is, on average, more likely to be limited in his or her development on the identified EDI scale than a child who receives a score above the cut-off.

Scores of Van Island West 2006/07 (N= 31)

Table # 3

	Number	2006/07 Van Island West (based on province cut-offs)
Vulnerable on at least one EDI domain	6	19%
Vulnerable on at least two EDI domain	3	10%

19% of children in Van Island West's 2006/07 district scored were vulnerable on at least one EDI domain.
10% of children in Van Island West's 2006/07 district scored were vulnerable on at least two EDI domains.



REPRESENTATION FROM:

- Mowachaht/Muchalaht First Nation
- Ehattesaht First Nation
- Ka:'yu:'k't'h'/Che:k'tles7et'h' First Nation
- Nuchatlaht First Nation
- Nuuchah-nulth Tribal Council
- Aboriginal Community of Gold River
- Aboriginal Community of Tahsis and Esperanza
- North Island Metis Association
- North Island College Aboriginal Education Department
- Vancouver Island West Teachers' Union
- Board of Education for Vancouver Island West School District 84